

The Prince and the Pauper

By Mark Twain

Chapter 8

Author: Daniel Barber

Level: Elementary

Age: Teenagers / Adults (may also be suitable for some Young learners)

Duration: Approx. 60 minutes

Aims: In this lesson, the students will:

1. explore the theme of friendship;
2. listen for gist and detail;
3. listen to do a true / false task;
4. examine the difference between *because* and *so*, and practise using them;
5. play the *Why ...?* quiz.

Materials: one copy of the worksheet per student; one copy of full transcript per student; Track 1 (first half of Chapter 8); Track 2 (rest of Chapter 8) downloaded from onestopenglish

Summary: The year is 1547. In London, two boys from very different families live very different lives. One is Edward Tudor, Prince of Wales and future King of England; the other is Tom Canty, the son of a thief. Then one day they meet and their lives change forever. In Chapter 8, we learn more about Miles Hendon and he and the Prince become friends.

Speaking 1

Aim: to engage in the theme of friendship

1. Tell the class about a good friend of yours. Make sure you include the following information:

- *your friend's name*
- *where and when you met*
- *how long you have known each other*
- *one experience you have had together or one story that illustrates your friendship in some way*
- *a reason that you and this person are good friends*

2. When you have finished, elicit the questions that you answered. You might prompt them with some gaps, e.g: _____ is _____ friend's name? How _____ have you _____ each other? etc. Write the questions on the board. When all the questions are written up, make sure the students practise saying them with some choral and individual drilling.

3. Put the students into pairs. Get them to ask each other about their friends. Listen and make notes of some of the reasons for their friendship. After two or three minutes, ask volunteers to talk about their partners' friendships.

4. Ask students to finish the sentence: *A good friend ...* Have them read out their ideas.

Listening 1

Aim: to listen for gist

1. Explain to the class that they are going to listen to the first half of the chapter. Hand out the worksheet. Tell them that they should listen to answer the question: *How is Miles Hendon a good friend to Prince Edward?* Play Track 1.

2. After listening, elicit some ideas. Don't give away more information than they can give, as they will get another chance to listen to the same track in the next activity.

Key (suggested answers): *Miles took Edward to his house; he didn't laugh at him; he gave him some food; he listened to him when he told him not to sit down*

Listening 2

Aim: to listen for deeper understanding

1. Explain to the class that they are going to listen to the first half of the chapter again. Show them the questions on the worksheet in the second listening activity. The questions are not simple questions to answer so, to help them, you should give them a couple of

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minutes to discuss in pairs what the answers might be.

2. Tell them that these questions are not easy to answer while they listen, so it is a good idea to just listen and not write anything. Tell them that, after listening, you will give them time to write their answers. Play Track 1 again.

3. Give them time after the listening to write their answers and compare them with a classmate. Go through the answers slowly and clearly.

Key:

1. Edward knew his father to be a kind man who played with him.
2. He stops himself from crying because he knows that a king must not cry.
3. The room is small and dirty and there are no servants.
4. No, he does not believe him (he thinks he is mad).
5. Miles looks after him; he feeds him and lets him sleep. He also listens to him and doesn't laugh at him.

Listening 3

Aim: to listen to understand Miles's story

1. Tell the class that in the second half of the chapter we learn more about Miles Hendon. Ask them to look at Listening 3 on the worksheet. Explain that as they listen, they should decide whether the sentences are true or false. Give them a minute to read the sentences before playing Track 2.

2. When the audio is finished, hand out the transcript to let the students check their answers. Then nominate students to share their answers with the class.

Key: 1. T. He can sit down in front of the king. 2. T. They have a big house. 3. F. He has a brother, Hugh, and a cousin, Lady Edith. 4. F. Miles thinks Hugh is angry and nasty. 5. T. He spent three years fighting, then seven years in prison. 6. F. He wants to marry her. 7. T. He tells Miles about Tom. 8. F. He slept on the uncomfortable floor and woke up early. 9. F. He is not at home when Miles returns with the clothes.

Grammar

Aim: to learn and practise using *so* and *because*

1. Write on the board:

Edward felt very sad.

Ask the class: *Why?* Put the answer on the board:

Edward felt very sad _____ his father was dead.

Elicit the conjunction *because*. Now write:

Miles: 'I was a soldier, _____ I had to fight in the war in France.'

Elicit the conjunction *so*. Ask the class how you could write the same sentence with *because* instead of *so*, and write the answer:

I had to fight in the war in France because I was a soldier.

2. Direct them to the Grammar activity on the worksheet. Tell them to match the sentence halves and make it clear that they must supply the missing conjunction, either *so* or *because*.

3. To go through the answers, tell the students to ask 'Why?' For example, why were people frightened of King Henry; why did he stop crying; and so on. This emphasizes the idea that *so* and *because* both answer the reason for things and forces them to reformulate the 'so' sentences.

Key:

1. People were frightened of King Henry because he was often angry.
2. Edward cried but he knew a king must not cry so he stopped.
3. He did not like Miles's room because it was dirty.
4. The little king was very tired so he lay on the bed.
5. Miles wanted to be kind to Edward so he didn't laugh at him.
6. Miles sat down next to Edward because he was hungry.
7. Miles was kind to Edward so Edward offered him anything he wanted.
8. Miles went to the market because he wanted to buy Edward some new clothes.

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Speaking 2

Aim: to review the story so far; further practice of *so* and *because*

1. Put students into teams of two to four players*. Tell them that they are now going to test other teams on what they remember of the story so far. Explain that each team must write at least six questions about chapters one to eight and that all must start with *Why ...?* Give a difficult example from earlier in the story for the whole class to answer:

Why did the prince go into Christ's Hospital?
(He knew that his father gave them lots of money and he needed help.)

2. Give the teams five to ten minutes to write their questions. Tell them that they can check in their notes and transcripts to get ideas. As they are working, visit the teams and check on the accuracy, clarity and relevance of their questions. Also make sure that they are making a note of the answer to their questions (they must know the answers!).

3. When all the teams have got enough questions, tell them to put their notes and transcripts away. Explain the rules of the game. Each team starts with three points. They must answer questions correctly to keep their points. Teams take turn to challenge another team to answer a question. They can ask the question to any team in their game. If the team answers correctly, they keep their points and it is then their turn to challenge a team. If they get it wrong, they lose a point and the challenging team can ask another question to either the same team as before or a different one. The last team with points left is the winner.

4. Arrange the class so that there are three or four teams in each game, which, depending on class size, may mean one or two games*. Tell them that you will judge in the case of any disagreements. Start the game.

5. As they are playing, listen in to each game, checking that they understand the rules, are using good English and are being fair in the level of challenge of their questions. When the game is finished, congratulate the winners.

Ask the class what the best questions they heard were as well as the most difficult.

*Possible groupings (this should be worked out before the lesson):

- A class of 12 students or fewer: three or four teams of two to four players each = one game (e.g. AA vs BB vs CC vs DDD)
- A class of 13 - 20: six to eight teams of two to four players each = two games (e.g. Game 1: AA vs BB vs CCC vs DDD; Game 2: AA vs BB vs CCC vs DDD)
- A class of 21 - 32: six to eight teams of three to four players each = two games (e.g. Game 1: AAA vs BBB vs CCC vs DDD; Game 2: AAA vs BBB vs CCC vs DDD)

Follow-up tasks

1. The students continue with either the summaries of each chapter or Prince Edward's diary entries.

2. Students prepare other quiz questions about the story so far to test one another at the start of the following lesson. These do not have to be *Why ...?* questions.

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Listening 1

Listen and answer the question.



Worksheet

How is Miles Hendon a good friend to Prince Edward?

Listening 2

Listen and answer the questions.

1. Why does Edward have a different opinion of King Henry than other people?
2. Why does Edward control his emotions?
3. Why is Edward not happy in Miles's house?
4. Does Miles believe that Edward is the prince?
5. In what way is Miles kind to Edward?

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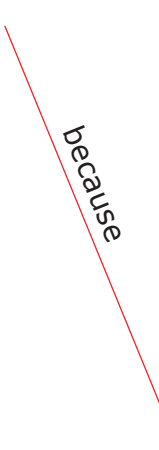
Listening 3

Listen. Are the sentences true (T) or false (F)?

1. Edward says thank you to Miles by giving him something that other people do not have. _____
2. Miles comes from a rich family. _____
3. Miles has a brother and a sister. _____
4. Hugh and Miles are good friends. _____
5. Miles was in France for ten years. _____
6. Miles returned last week and married Lady Edith. _____
7. Edward explains the reason he is not in the palace now. _____
8. Miles slept well. _____
9. Edward likes the clothes that Miles buys him. _____

Grammar

Match the sentence halves. Connect them with either *so* or *because*.

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|---|--|--|
| <ol style="list-style-type: none"> 1. People were frightened of King Henry 2. Edward cried but he knew a king must not cry 3. He did not like Miles's room 4. The little king was very tired 5. Miles wanted to be kind to Edward 6. Miles sat down next to Edward 7. Miles was kind to Edward 8. Miles went to the market Edward |  <p>because</p> | <ol style="list-style-type: none"> a. he didn't laugh at him. b. he lay on the bed. c. he stopped. d. he wanted to buy Edward some new clothes. e. he was hungry. f. he was often angry. g. it was dirty. h. offered him anything he wanted. |
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Transcript

Track 1

Edward felt very sad because his father was dead. Many people were frightened of King Henry. He was a very big, very important man who was often angry. But Edward knew his father was a kind man. He played with him when he was a little boy. Edward started to cry but then he stopped. He was king now and a king must not cry.

Miles Hendon took Edward to his room. It was a small room near London Bridge. Edward looked around. There was an old bed, a table, two chairs and some candles. He did not like the room because it was dirty.

‘Where are your servants?’ Edward asked.

‘I don’t have any servants!’ Miles said, laughing.

Edward was not happy. He was tired and hungry. The little king lay on the bed.

‘Wake me when dinner is ready,’ he told Miles. He went to sleep quickly. Miles looked at him.

Miles said to himself, ‘He must be very ill. He thinks he’s the king. I will help him and be a brother to him. I won’t laugh at him again.’

After some time, there was a knock at the door. A woman came in. She was Miles’s neighbour and she often cooked his dinner. The woman had a big pot of soup. She put it on the table.

‘Here, Mr Hendon,’ she said. ‘I thought you would like this soup.’

‘Thank you!’ said Miles. The woman smiled at Edward, who was waking up, and then went. Edward was very hungry and sat down at the table. Miles gave him a bowl of the soup. Then he sat down next to him.

‘What are you doing?’ asked Edward.

‘What am I doing?’ replied Miles. ‘I’m sitting down next to you. I’m going to eat some soup. I’m very hungry, too!’

‘You must not sit down in front of the king!’ said Edward. Miles was very surprised. He nearly laughed. But then he remembered that his new friend was mad.

‘I must be kind to him,’ thought Miles.

‘Oh yes, of course,’ said Miles. ‘I’m sorry, sir!’ Then Miles stood up and Edward ate the soup.

The soup was good and Edward soon felt better.

‘Miles is a good man,’ thought Edward, ‘I must help him when I’m king.’

‘Miles, I would like to thank you,’ said Edward. ‘What would you like? I’ll give you anything I can!’

Miles thought for a moment. He was very tired. ‘I would like to sit down in front of the king.’

Track 2

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Transcript

‘Very well,’ Edward said. ‘You may always sit down in front of the king. Now, tell me your story!’

‘Thank you very much, sir!’ said Miles and sat down.

‘Well, I lived in a big house called Hendon Hall,’ Miles began. ‘It’s near London. I lived there with my father, my brother Hugh and my cousin Lady Edith.’

‘Tell me about your brother,’ said Edward.

‘Hugh is not a good man,’ said Miles sadly. ‘He didn’t like me. He is very angry and nasty.’

‘Is your cousin Edith nasty, too?’ asked Edward.

‘No, she is very kind and very beautiful. I love her very much. I wanted to marry her,’ said Miles.

‘Why didn’t you marry her?’ said Edward.

‘I was a soldier,’ Miles went on, ‘So I had to fight in the war in France. I was away for three years. Then the enemy caught me. I was in prison for seven years.’

‘That’s terrible!’ said Edward. He was now very interested in Miles’s story.

‘I returned to England last week,’ continued Miles,

‘I want to go to Hendon Hall. I want to see my family again. I hope I can marry Lady Edith.’

Edward thought about his family and he was sad. He missed his father.

‘Are you OK?’ Miles asked.

‘No, I’m not. My father, the king, is dead. I want to go home.’

Miles felt sad for this boy again. ‘Where is your home?’

he asked Edward.

‘The palace is my home, of course!’ shouted Edward. Then he told Miles his story about Tom Canty.

‘Oh dear, that’s terrible!’ said Miles kindly. But he thought Edward was mad.

The friends were very tired and they went to sleep. Edward slept on the bed. Miles slept on the floor. The floor was very hard and Miles woke up early the next morning. He got up and went to the market. He wanted to buy Edward some new clothes. When he returned an hour later, Edward was not there. He was gone.
